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Another notable feature of "A Spanish Reader" is the drill work, embracing *cuestionarios* and numerous exercises. The *cuestionarios* are of the usual type, a little difficult perhaps for oral, but good for written work. The exercises are impressive by their variety. There are blanks to be filled, sentences of mixed Spanish and English to be made entirely Spanish, model Spanish sentences to be imitated, adjectives to be used with nouns and *vice versa*, sentences to be changed from singular to plural, idioms to be put into original sentences, verb drills, directions for original composition, etc. A difference from most text-books is found in the varying of exercise types from lesson to lesson. There is real value in this variation. The use of the same form of drill in every lesson is monotonous. Here the author supplies abundant exercise material because he believes that "no teacher should be satisfied with mere translation."

After the reading material we find a list of idioms (without translations), and an appendix on verbs. The vocabulary is substantially complete and accurate, as far as examined. The meanings given for words and phrases are appropriate, and represent natural English. Typographically the book is very good; a few misprints toward the end will doubtless be corrected in a second edition. Numerous attractive illustrations are provided.

Mr. Pittaro's book will find a place in a high school course; it seems especially adapted to the Senior High School. It can also be recommended unreservedly to beginning classes in colleges.

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Elementos de Español. An elementary Spanish grammar for schools and colleges, by Julian Moreno-Lacalle, A. M., United States Naval Academy. Benj. H. Sanborn & Co., Chicago. LXIII, 476 pages.

The author defines "Elementos de Español" as an eclectic method, a composite, he says, of the phonetic, direct, grammar, Gouin and analytical-inductive, therefore, a "reform method" grammar. He reviews the book very exhaustively in his preface (pp. vii-ix), and notes its salient points in eleven numbered paragraphs (p. xiii), which cover everything to be desired or hoped for in a grammar. Unfortunately all are not justified by the facts. Some of these "salient points" may be discussed in detail.

First, the phonetic introduction is to be commended. The chart is good and well explained. The phonetic type, however, is not used again throughout the book, either in the lessons or in the vocabulary. No passages are given in phonetic transcription—even the "drills" in the introduction do not give the pronunciation of the words in phonetic symbols. Why learn them if they are not to be used?

Point 4 says: "It confines each lesson to only one grammar topic, thus eliminating confusion and enabling the pupil to concentrate his attention." Lesson I contains: present indicative, gerund and past participle of *tener*,

all personal subject pronouns and the rule for their omission with verbs, uses of *usted* and *ustedes*, masculine and feminine, singular and plural of both the definite and indefinite article, contraction of definite article with prepositions, cardinal numerals from 1 to 10, and in addition a vocabulary of twenty-one words other than those mentioned. The author says spend two days on each lesson. How many pupils can learn all this in two days? Later lessons are, of course, more complicated.

Point 5 says: "Its Spanish texts are connected, idiomatic and artificially adapted to the grammar topic of each lesson." In the main this is true, but if the Spanish texts are idiomatic, the English exercises certainly are not. Those of the first lessons take us back to Meisterschaft days with such sentences as, "It is the book of the teacher." "The books of the pupils are in Spanish." "There are some books on the table of the teacher" (p. 5), and later: "Animals. . . have not intelligence." "Inanimate things are of the masculine or the feminine gender, according to the article used before their nouns" (p. 23). The last statement is varied in the rule (p. 21) thus: "according to the gender of the article preceding them." Is the student to assume that the gender of the noun depends on the gender of the article? Or did the author really not intend to use "according to"? On p. 28 we find, "By the explanation of the teacher we learn much," and p. 37, "There used to be a house in the country, where we lived during the summer." Why not, "There was a house in the country, where we used to live during the summer"? Or does the author mean that the house is no longer there? On p. 94, speaking of "*Pépita Jiménez*," the question is asked, "It it by Valera?" and the answer is, "It must be." "Why must it be?" the student might ask. He will certainly notice sentences like these: "Its railroads are not so good as the American railroads, but they can go almost as rapidly. They are also very comfortable" (p. 143). Obviously the author meant "trains" and not "railroads." Such a sentence as "Leaving them on the table, she left" (p. 166), should certainly be avoided. Even a college freshman will be puzzled over this: "I took a plate with fruits (!) and passed it to my sister. Then I left it on the table and took one from it for me" (p. 172). These are a few of the vague and inaccurate sentences that are found in the English translation exercises.

Point 6 says: "It presents the verb in a simple, progressive and psychological way, etc." It is true the author has grouped together verbs like *sentarse* and *levantarse*, *salir* and *entrar*, etc., but he has not helped the memory by grouping verbs similar in form. He does not even mention radical-changing verbs, except in the Appendix, and in the lessons he has mixed in regular verbs, the inflection of which need not be learned separately, thus burdening the student with many unnecessary forms. He often puts in a single lesson, radical-changing verbs, verbs with orthographical changes, regular and irregular verbs, basing his grouping solely on their meanings (cf. pp. 228, 234, 239, etc.). He gives no scientific nor practical reason for any changes or irregularities.

Point 7 says: "It equips the pupil with an *active* vocabulary," meaning, probably, words in common use. This is true, as the words are, for the most

part, well chosen. Many of the most common are, however, used in but one lesson, and there is little repetition.

Point 8 mentions the use of Spanish grammatical terms, etc., which is good, but by no means essential. *Contracción del artículo determinado masculino singular* (p. 3) sounds rather appalling to the student on his first day of Spanish study.

The nomenclature of tenses is the usual English one, as indicated in Point 9. In this the author has done well, and his choice appeals strongly to those of us who are not enthusiastic over "past absolute," "past future," etc.

Point 11 states that the book is systematic throughout. This would seem to epitomize all the excellencies possible. However, experience has proved that after a few lessons both teacher and student are confused as to the grammar points that have been covered, owing to a lack of systematic arrangement. Most of the grammar rules are introduced by "Note" or "Note that," and this word "Note" is used over 240 times in the book! Repetition may be good pedagogy, but this becomes rather monotonous, to say the least. The author says (p. xii): "The statement of the grammar rules is novel in its simplicity and clearness, and at the same time elucidates many doubtful points which had (!) heretofore been treated erroneously." (Perhaps he does not intend to judge his predecessors too severely.) But, as in the exercises, the English in some of the grammar rules or "Notes" is so involved as to be often unintelligible. One paragraph (p. 117) is particularly puzzling: "Note that *hacer* is used impersonally to express time elapsed between one period and another; that when the verb object (!) of *hacer* is in the same tense as *hacer* and is joined to it by *que* or placed after *hacer* without *que* it is rendered by the corresponding English compound tense—or the compound progressive tense—and the period of time is introduced by 'for' (or 'for' may be omitted)." What will the student make out of this, even if he should know what is meant by a "verb object"? Or can he solve this (p. 75): "Note that the definite article is used before past or future days of the week and month, unless they are used merely to state the name of the day"? "Note also that *tanto como* may be used to compare verbs or ideas" (p. 55) is vague, for one wonders how verbs may be compared. These are but a few examples of the many verbose and baffling rules.

Lest the above criticisms may seem too severe, it is but fair to add that the plan of the book is good. At first glance it seems usable, and would be so if the translation exercises were rewritten in correct, interesting English, and the grammar rules ("Notes") simplified and made more intelligible. If the author had known English as well as he knows Spanish, his plan would have succeeded. The verbs should also be rearranged and given a more scientific, as well as a more practical, treatment. May we not hope to see a revision of the book in the near future? Typographically the book is excellent and remarkably free from errors. It is well printed, on good paper, and contains three very accurate maps.

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